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ABSTRACT

Parents and guardians of children in the Indianapolis Public Schools' Montessori Option Program for kindergartners through sixth graders were surveyed. Parents and guardians were surveyed on: (1) the pupil progress report, which was used on a pilot basis during the 1988-89 school year; (2) the Montessori method; (3) strengths and weaknesses of the program; and (4) changes the program needed. The survey instrument consisted of a section on respondent characteristics, 32 closed-ended questions, and three open-ended questions. The five sections of the survey covered the evaluation key, report card headings and philosophy, report card delivery to parents and guardians, and basic principles of the Montessori method. The survey elicited parent opinions about the program. The households of 536 pupils and 50 school staff members in the 3 Montessori Option elementary schools received questionnaires. This main report describes survey methodology, reports results and conclusions, and offers recommendations. Related materials are appended. (RH)

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Indianapolis Public Schools

EVALUATION OF THE INDIANAPOLIS PUBLIC SCHOOLS' MONTESSORI OPTION (K-6) PUPIL PROGRESS REPORT

Volume II: Main Report

by

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May 1989

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INTRODUCTION

In November, 1988, Dr. James A. Adams, IPS Superintendent, asked the IPS Research, Evaluation and Testing Department to survey the IPS Montessori Option Program participants. He desired Program participant feedback concerning reactions and comments about the Montessori Option Program pilot Pupil Progress Report being used during this 1988-89 school year. Additionally, responses were obtained of survey takers' perceptions about the Montessori method basic to the Montessori Option curriculum and to open-ended questions about Program suggested strengths, weaknesses and changes.

I. EVALUATION DESIGN

METHOD

One data source was used in this evaluation: a survey to Montessori Option Program participants who mainly had input to the pilot Pupil Progress Report being used during the 1988-89 school year. Participants included all Montessori Option pupil households and certain IPS Option Program school staff selected by the IPS Montessori Instructional Coordinator. Households of 586 pupils were surveyed with one survey each and a copy of the same survey was delivered to 50 school staff members in the three IPS Montessori Option elementary schools.

Pre Survey Interviews

After the evaluation task was defined by Dr. Adams, one parent and one principal contacted the evaluator expressing their interest in the Montessori Option survey. Our discussions and their observations initiated the evaluator's request for pre survey input from all Montessori Option participants.

Pre Survey Input

Before the survey was developed, the Research, Evaluation and Testing Department evaluator requested that the Montessori Option Instructional Coordinator notify all Montessori Option participants through the appropriate sources that a survey was being developed. They were asked to send to the evaluation department remarks about interest issues which those individuals wished to have considered as items to be included in the survey. (See Appendix) All submitted issues were included in the final survey in one form or another.

Survey Development

A draft survey was developed based on all collected information. The draft was reviewed by a panel of judges comprised of the Montessori Option Instructional Coordinator, the Montessori Option Teacher Trainer and two Research, Evaluation and Testing Department staff members.

A final survey was approved by Dr. Adams. The final survey was made available to the public for one week. Prior to the viewing week all Montessori Option participants were invited again to read and comment on the final survey. One parent and one principal came to the Education Center to discuss the final survey instrument. Following the instrument viewing closing date, the survey was printed and distributed to survey participants at either their homes or school buildings.

The survey was requested to be returned to the Education Center after a two week wait. After the return date, the survey's closed-ended questions were processed at the IPS district data processing center. Research, Evaluation and Testing Department staff processed the open-ended questions. The final evaluation report was then presented to Dr. Adams. This is the public report of the study.

Survey Design

A cover letter to potential survey respondents was attached to the survey as a means of introducing the survey purpose. The survey instrument contained a survey respondent group description section followed by 32 closed-ended and three open-ended questions in five survey sections. The five sections introduced the topics of evaluation key, report card headings/philosophy, IPS Montessori Option report card delivery to parents/guardians, Montessori Method basic principles, and further comments which requested the respondent's opinion of program strengths, weaknesses or changes sought.

II. RESULTS

A Montessori Option survey was sent to all Option participants. A total of 586 pupil household and school staff surveys were delivered from the IPS Research, Evaluation, and Testing Department. A total of 209 surveys were returned by the time of the March 29, 1989, established cutoff date. The pupil households survey return rate was 33% (Pupil households 33% figure includes 18 undeliverable surveys) The school staff survey return rate was 76%. (No school staff surveys were returned with undeliverable notification) The total Montessori Option Program survey return rate was 36%.

II. a. PARTS I - IV. Survey Closed-ended Questions

The Montessori Option Program survey requested responses to 29 closed-ended questions about Program comnponents. Results for survey PARTS I through IV (Survey Items 4 through 32) are shown in Table 1. The table displays the pupil household's and school staff's group scoring percentage and frequency responses for each item.

II. b. PART V. Survey Open-ended Questions

The Montessori Option survey requested responses to three open-ended questions about Program suggested strengths, weaknesses, and requested changes. Selected representative verbatim responses to each of these questions follow. Complete verbatim responses for survey questions 33 through 35 are in the Appendix.

Parents/Guardians expressed concern about more than 46 survey-related topics. Parent initiated topics included: competitiveness and comparison between and among students, curriculum design and development, learning environments, parent-teacher conferences, program expansion, public school use of Montessori philosophy, and staff certification and training.

School staff expressed concern about more than 22 survey-related topics. School staff initiated topics included: classroom management, instructional materials, parent involvement, parent-teacher conferences, skills and knowledge analysis, student progress, and the IPS district-wide (ISTEP) testing program.

Survey Item 33: Program suggested STRENGTHS:

Representative comments from the total responses for this item include:

Parent (program strengths) comments:

"The program is helping my child to learn at his own pace. It is also helping him to find his own personality."

Table 1

INDIANAPOLIS PUBLIC SCHOOLS
MONTESSORI OPTION PUPIL PROGRESS REPORT SURVEY
MAY 1989
SURVEY RESULTS

GROUP

1. Your "position"

	Parent (A)	Guardian (E)	Total Responses
Parent/Guardian			
Frequency	168	1	169
Percent	99.4	0.6	100%

	Prin (B)	Tch (C)	IC (D)	Other (E)	Total Responses
School Staff					
Frequency	3	35	1	1	40
Percent	7.5	87.5	2.5	2.5	100%

2. Your child's or your own school participation grade levels.

	K/1 (A)	1/2 (B)	2/3 (C)	3/4 (D)	4/5 (E)
Parents	38.6	18.9	12.6	14.2	4.7
School Staff	26.3	21.1	7.9	10.5	2.6

	4/5/6 (F)	5/6 (G)	Art, PE,VM (H)	Not Applicable (I)	%	Total Responses
Parents	2.4	8.7	0.0	0.0	100%	127
School Staff	2.6	5.3	13.2	10.5	100%	38

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50), SA - Strongly Agree (4.51-5.00)

Table 1 (continued)

Montessori Option Pupil Progress Report Survey Results

3. Your school

	#56 (A)	#67 (B)	#91 (C)	%	Total Responses (F)
Parents	20.8	28.6	50.6	100%	168
School Staff	21.0	34.2	44.7	100%	38

PART I. EVALUATION KEY

	SD% (A)	D% (B)	U% (C)	A% (D)	SA% (E)	Total Responses	Mean
4. The Montessori Option pilot Pupil Progress Report evaluation key should use the indicators: S (steady progress), N (needs improvement), and U (unsatisfactory).							
Parents **(UNDECIDED)**	10.3	13.9	13.9	55.8	6.1	165	3.33
School Staff **(AGREE)**	2.6	15.8	2.6	63.2	15.8	38	3.74
5. The Montessori Option pilot Pupil Progress Report evaluation key (Reading and Math) should use the indicators: Below grade level, On grade level, Above grade level, Effort.							
Parents **(AGREE)**	4.2	10.7	11.9	53.0	20.2	168	3.74
School Staff **(AGREE)**	2.6	2.6	7.7	43.6	43.6	39	4.23
6. I understand that each Montessori Program Pupil Progress evaluation key is translated into traditional grades for a pupil's IPS Cumulative (non Montessori) Record.							
Parents **(UNDECIDED)**	17.7	20.1	14.6	38.4	9.1	164	3.01
School Staff **(AGREE)**	5.1	0.0	10.3	51.3	33.3	40	4.08

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50), SA - Strongly Agree (4.51-5.00)

Table 1 (continued)
Montessori Option Pupil Progress Report Survey Results

		SD% (A)	D% (B)	U% (C)	A% (D)	SA% (E)	Total Responses	Mean
7.	I understand how the reporting procedure (in No. 6) is accomplished.							
	Parents (DISAGREE)	27.3	36.4	15.2	19.4	1.8	165	2.32
	School Staff (AGREE)	7.7	15.4	2.6	43.6	30.8	39	3.74
8.	The number and type of headings and subheadings on the pilot report card are an adequate assessment to make the necessary and proper distinctions for my child's reporting procedure.							
	Parents (AGREE)	0.6	9.6	10.2	67.7	12.0	167	3.81
	School Staff (AGREE)	2.8	16.7	5.6	63.9	11.1	36	3.64
9.	Adequate space is on the pilot report card in which to record comments.							
	Parents (AGREE)	2.4	17.4	4.8	62.9	12.6	167	3.66
	School Staff (UNDECIDED)	7.5	35.0	2.5	45.0	10.0	40	3.15
10.	All information that should be shared on an IPS Montessori Option report card is represented on the pilot report card.							
	Parents (UNDECIDED)	3.6	17.6	22.4	49.7	6.7	165	3.38
	School Staff (UNDECIDED)	2.8	22.2	19.4	50.0	5.6	36	3.33
11.	There should be three Montessori Option report cards: one to reflect the kindergarten level reporting needs, one for the primary grades' reporting needs and one for the intermediate grades.							
	Parents (AGREE)	1.2	9.0	22.3	51.8	15.7	166	3.72
	School Staff (AGREE)	2.5	10.0	10.0	47.5	30.0	40	3.93

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50), SA - Strongly Agree (4.51-5.00)

Table 1 (continued)
Montessori Option Pupil Progress Report Survey Results

	SD% (A)	D% (B)	U% (C)	A% (D)	SA% (E)	Total Responses	Mean
12. The Montessori Option pilot Pupil Progress Report card should have a mark on the card that indicates pupil "unsatisfactory" performance.							
Parents (UNDECIDED)	9.5	19.0	7.7	50.0	13.7	168	3.39
School Staff (AGREE)	7.7	0.0	5.1	53.8	33.3	39	4.05
13. I know where the source, or guidelines, for the present school year come from for our IPS Montessori Option philosophy.							
Parents (UNDECIDED)	5.5	19.4	13.3	58.2	3.6	165	3.35
School Staff (AGREE)	0.0	5.4	10.8	56.8	27.0	37	4.05
PART III. IPS MONTESSORI OPTION REPORT CARD DELIVERY TO PARENTS/GUARDIANS							
14. The report card should be mailed to the home.							
Parents (DISAGREE)	19.2	46.7	10.8	15.0	8.4	167	2.47
School Staff (DISAGREE)	20.0	62.5	15.0	2.5	0.0	40	2.00
Question 15 should be answered by parents only.							
15. I would be willing to pay the postage to have the report card mailed to my child's home.							
Parents (DISAGREE)	25.6	36.6	9.8	19.5	8.5	164	2.49
School Staff* (STRONGLY DISAGREE)	100.0	0.0	0.0	0.0	0.0	2*	1.00
* (2 staff members were also parents.)							
16. The report card should be picked up at school.							
Parents (UNDECIDED)	19.4	31.5	12.1	26.7	10.3	165	2.77
School Staff (AGREE)	0.0	29.2	8.3	41.7	20.8	24	3.52

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50), SA = Strongly Agree (4.51-5.00)

Table 1 (continued)

Montessori Option Pupil Progress Report Survey Results

	SD% (A)	D% (B)	U% (C)	A% (D)	SA% (E)	Total Responses	Mean
17. The child should carry the report card home.							
Parents (AGREE)	9.0	15.6	9.0	38.9	27.5	167	3.61
School Staff (AGREE)	0.0	0.0	20.8	54.2	25.0	24	4.04
PART IV. MONTESSORI METHOD BASIC PRINCIPLES							
18. Establishing an effective relationship between the child and adult is possible only if the adult has a deep appreciation of the creative potential of the child and his or her right to become independent and free.							
Parents (AGREE)	2.4	5.3	7.1	49.1	36.1	169	4.11
School Staff (AGREE)	0.0	8.1	10.8	48.6	32.4	37	4.05
19. The child possesses within himself or herself the person he or she will someday become.							
Parents (AGREE)	3.0	7.2	6.0	49.7	34.1	167	4.05
School Staff (AGREE)	0.0	0.0	7.7	53.8	38.5	39	4.31
20. Very young children experience "sensitive" or critical periods in which they learn more easily than at any earlier or later period.							
Parents (AGREE)	0.6	2.4	10.7	48.5	37.9	169	4.21
School Staff (AGREE)	0.0	2.6	7.7	30.8	59.0	39	4.46

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50), SA - Strongly Agree (4.51-5.00)

Table 1 (continued)

Montessori Option Pupil Progress Report Survey Results

		SD% (A)	D% (B)	U% (C)	A% (D)	SA% (E)	Total Responses	Mean
21.	The Montessori "prepared environment" should combine an atmosphere of freedom with sufficient discipline and background direction to enable the child to discover for himself or herself the keen satisfaction of independent achievement, the pleasure of work, and a sense of security flowing from order and routine.							
	Parents (AGREE)	0.6	0.0	3.6	42.4	53.3	165	4.48
	School Staff (STRONGLY AGREE)	0.0	0.0	0.0	43.6	56.4	39	4.56
22.	Children can be very effectively taught through a "prepared environment."							
	Parents (AGREE)	0.6	0.6	4.2	59.6	34.9	166	4.28
	School Staff (STRONGLY AGREE)	0.0	0.0	2.6	43.6	53.8	39	4.51
23.	Learning materials most helpful to the child capitalize on his or her level of readiness and those that in turn directly prepare him or her for succeeding learning tasks.							
	Parents (AGREE)	0.0	1.2	5.4	53.9	39.5	167	4.32
	School Staff (AGREE)	0.0	0.0	0.0	51.3	48.7	39	4.49
24.	Children develop at different rates and possess different potentialities, issuing ultimately in different abilities.							
	Parents (STRONGLY AGREE)	0.6	0.0	0.0	43.5	56.0	168	4.54
	School Staff (STRONGLY AGREE)	0.0	0.0	0.0	30.8	69.2	39	4.69

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50), SA - Strongly Agree (4.51-5.00)

Table 1 (continued)

Montessori Option Pupil Progress Report Survey Results

		SD% (A)	D% (B)	U% (C)	A% (D)	SA% (E)	Total Responses	Mean
25.	The nature of the environment, stimulating or stultifying, is a vital factor in determining the extent to which a child's potentialities will be developed and fully realized.							
	Parents (AGREE)	0.6	0.6	2.4	49.1	47.3	167	4.42
	School Staff (AGREE)	0.0	0.0	0.0	51.3	48.7	39	4.49
26.	Sensory-motor activities are significant means for refining perceptions and developing the elements essential for later concepts.							
	Parents (AGREE)	0.0	0.6	3.7	57.7	38.0	163	4.33
	School Staff (AGREE)	0.0	0.0	2.6	44.7	52.6	38	4.50
27.	Individualized learning tasks involving inherently attractive self-corrective materials provide motivation for continued learning, shown in basic work habits essential to a life of learning.							
	Parents (AGREE)	0.0	0.6	6.0	56.3	37.1	167	4.30
	School Staff (AGREE)	0.0	0.0	2.6	53.8	43.6	39	4.41
28.	The mind of the child has a great "absorptive capacity;" consequently, a rich variety of experiences will later on enable him or her to understand more readily the world about him or her.							
	Parents (AGREE)	1.2	0.0	1.2	40.5	57.1	168	4.52
	School Staff (AGREE)	0.0	0.0	0.0	33.3	66.7	39	4.67

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50); SA = Strongly Agree (4.51-5.00)

Table 1 (continued)

Montessori Option Pupil Progress Report Survey Results

		SD% (A)	D% (B)	U% (C)	A% (D)	SA% (E)	Total Responses	Mean
29.	The child must relate to his culture; consequently, learning materials and approaches to learning must be culturally relevant.							
	Parents (AGREE)	3.7	8.0	12.3	47.9	28.2	163	3.89
	School Staff (AGREE)	0.0	2.6	0.0	64.1	33.3	39	4.28
30.	Discipline is an end product, not a point of departure.							
	Parents (AGREE)	3.2	7.0	21.7	42.7	25.5	157	3.80
	School Staff (AGREE)	0.0	2.6	21.1	39.5	36.8	38	4.11
31.	The young child learns through movement and through meaningful contact with materials.							
	Parents (AGREE)	1.2	0.0	4.2	57.5	37.1	167	4.29
	School Staff (AGREE)	0.0	2.6	0.0	48.7	48.7	39	4.44
32.	The textbook of the Montessori teacher should be the child whom he or she studies and observes scientifically. The teacher must observe the child carefully so as to detect the psychological moment in which he or she is ripe for a new learning experience. The teacher is the vital link between the child and the learning materials in the "prepared environment."							
	Parents (AGREE)	1.2	0.6	7.3	45.7	45.1	164	4.33
	School Staff (AGREE)	0.0	0.0	2.6	56.4	41.0	39	4.39

SD = Strongly Disagree (1.00-1.50), D = Disagree (1.51-2.50), U = Undecided (2.51-3.49), A = Agree (3.50-4.50), SA = Strongly Agree (4.51-5.00)

"It is a good learning system. It teaches with strong reading procedures and gives each student a chance to excel where they are good and take more time where they are weak."

"I agree with all of the Montessori-related statements above and therefore think this is the best way for children to learn. I believe this is a good program within the context of a public school system."

School Staff (program strengths) comments:

"The stimulating environment with manipulative materials enhance the self-motivation of children."

"The prepared environment of the Montessori program is very conducive to the learning process of children."

"The philosophy itself. Positive parent involvement."

Survey Item 34: Program suggested WEAKNESSES:

Representative comments from the total responses for this item include:

Parent (program weaknesses) comments:

"Weaknesses of Program--Unfortunately, serious weaknesses exist as is evidenced by the number of parents who leave the option for other IPS programs and, more often, for suburban schools. One of the reasons we feel many parents are unhappy is because of the inconsistency in teaching."

"Not enough money--but somehow we get the materials we need if it means coming out of TEACHERS own pocket."

The grading system is weak--too vague to tell us much about his work--and the letters are misinterpreted by the children as criticism--even by mine who does extremely well in school."

School Staff (program weaknesses) comments:

"The parents need to be (an absolute) required to attend initial inservice and agree to the "behavioral charter"."

"Discipline--not all students should be in Montessori. The report card does not gear itself towards outstanding students. I feel children should be given the recognition if they deserve it."

"I would like to see the use of "grades" in the reporting system. I think that it would possibly hold students more accountable. "S" covers a wide range."

Survey Item 35: Program suggested CHANGES:

Representative comments from the total responses for this item include:

Parent (program changes) comments:

"A more competency based evaluation would offer a more vivid picture of the student's performance and that's what should be important if evaluation impacts instructional development. Thank you for your efforts."

"Every teacher in the program should be required to have national or international Montessori certification."

"We believe this is an excellent program and out child is doing very well. Program should be expanded beyond 6th grade."

School Staff (program changes) comments:

"One more (report card) indicator for more than just "steady progress". (I have written notes about excellent work in the past; however, I'm not sure if this is enough.)."

"Parents and teachers should really know more about the Montessori philosophy. Assistants should be full-time and get a raise in salary for each year of experience."

"I would like to see 2 parent-teacher conferences."

III. CONCLUSIONS

Survey, PART I.

Of the four survey items (Items 4-7) in "PART I. EVALUATION KEY":

Parents and school staff groups both AGREED with one of the items, number 5: whether or not to use the evaluation key indicators Below grade level, On grade level, Above grade level, Effort".

Parents were UNDECIDED about items 4, whether or not to use the evaluation key indicators S (steady progress), N (needs improvement), and U (unsatisfactory).; and, 6, UNDECIDED about knowing that each Montessori grade is translated into a traditional grade. School staff AGREED with both items 4 and 6.

Parents DISAGREED with item 7, about how the translation is made. That is, they responded that they did not know the process by which a given grade is changed from the Montessori evaluation key symbol to a traditional evaluation key symbol.

Survey, PART II.

Of the six survey items (Items 8-13) in "PART II. REPORT CARD HEADINGS/ PHILOSOPHY":

Parents and school staff groups both AGREED with survey items 8, number and type of headings are adequate; and, 11 there should be three Montessori Option report cards.

School staff were UNDECIDED about item 9, whether or not adequate space is on the pilot report card in which to record comments. Parents AGREED with item 9 (i.e., there is anough reporting space on the pilot report card).

Both parents and school staff were UNDECIDED about item 10, that all information that should be shared on the IPS Montessori Option report card is represented on the pilot report card.

Parents were UNDECIDED, while school staff AGREED with survey items 12 and 13. Item 12 stated that "The Montessori Option pilot Pupil Progress Report card should have a mark on the card that indicates pupil "unsatisfactory" performance." Item 13 stated that "I know where the source, or guidelines, for the present school year come from for our IPS Mointessori Option philosophy."

Survey, PART III.

Of the four survey items (Items 14-17) in "PART III. IPS MONTESSORI OPTION REPORT CARD DELIVERY TO PARENTS/GUARDIANS":

In item 17, parents and school staff AGREED that "The child should carry the report card home."

In survey item 16 the parent group was UNDECIDED, and the school staff AGREED that "The report card should be picked up at school."

In survey item 14, parents and school staff DISAGREED that "The report card should be mailed to the home."

In survey item 15 (answered by parents only), parents DISAGREED and school staff STRONGLY DISAGREED that they would be willing to pay the postage to have the report card mailed to the (my) child's home. (Note: two school staff members were also parents.)

Survey, PART IV.

Of the fifteen survey items (Items 18-32) in "PART IV. MONTESSORI METHOD BASIC PRINCIPLES": Both parent and school staff groups were in general AGREEMENT, or positive consensus, with the listed Montessori Method basic principles.

Note, however, that a detailed examination shows that for selected items of the 15 items (Items 18-32), individual respondents did check the "strongly disagree", "disagree" and "undecided" response choices on 51 out of a possible 90 selections. Of course an individual need not agree with each of a educational philosophy's elements, especially with a method with as many elements as this method. However, for a group whose members were in total agreement on each of the principles, none of the 90 SD (strongly disagree), D (disagree), or U (uncertain) response selections would have been made. (See per-group response percentages following each survey item in the RESULTS section).

For the purpose of further Option participant interactions, survey items identified as containing the most negative, neutral and positive responses may be prioritized for a Montessori philosophy discussion agenda.

IV. RECOMMENDATIONS

It's time to talk. Positively. Between and among Montessori Option participants. Survey items which obtained a "strongly disagree", "disagree" or "undecided" response could be discussed to provide greater understanding among group participants. Group discussions possibly could change negative or uncertain reponses to the "agree" column. The "agree" responses could support a resulting group consensus of "strongly agree" in the majority of items. Then the philosophy of the Montessori Option participants would be more supportive through shared positive consensus about the purpose of the Option.

Topics which should be the focus of Montessori Option strengthening discussions are:

Survey, PART I.

Item 4. Ask: should the Montessori Option pilot Pupil Progress Report evaluation key use the indicators: S, N and U?

Item 6. Explain that the Montessori Option evaluation key is translated into traditional grades for a pupil's IPS Cumulative (non Montessori) Record.

Item 7. Explain the process through which the translation reporting procedure (in Item 6) is accomplished.

Survey, PART II.

Item 9. Discuss whether or not there is adequate space on the pilot report card in which to record comments.

Item 10. Question together whether or not all information that should be shared on an IPS Montessori Option report card is represented on the pilot report card.

Item 12. Discuss whether or not the Montessori Option pilot Pupil Progress Report card should have a mark on the card that indicates pupil "unsatisfactory" performance.

Item 13. Review together where the course, or guidelines, for the present school year came from for our Montessori Option philosophy.

Survey, PART III.

Item 14. Discuss why both groups "disgaree"ed with this item about the report card being mailed to the home.

Item 15. Discuss why both groups "disagree"ed or "strongly disagree"ed (i.e., that each group's opinion was that you would not be willing to pay postage to have the report card mailed to your child's home).

Item 16. Discuss why the parent group was undecided whether or not the report card should be picked up at school. Discuss why the school staff group believed that the report card should be picked up at school.

Topics which could be reviewed to understand more clearly areas of present agreement (items are grouped within Part IV from most to least disagreement among responses) are:

Survey, PART I.

Item 5. Whether or not the Montessori Option Pupil progress Report evaluation key (Reading and Math) should use the indicators: Below grade level, On grade level, Above grade level, Effort.

Survey, PART II.

Item 8. Whether or not the number and type of headings and subheadings on the pilot report card are an adequate assessment for a child's reporting procedure.

Item 11. Whether or not there should be three Montessori Option report cards.

Survey, PART III.

Item 17. Whether or not the child should carry the report card home.

Survey, PART IV.

Discussion group 1 (most disagreement)

Including Item 18 (establishing an effective child and adult relationship); Item 20 (existence of "sensitive" or critical learning periods); and, Item 30 (discipline).

Discussion group 2

Including Item 19 (the child and the person he or she will become); Item 22 (children being taught through a "prepared environment"); Item 29 (child relating to his her culture); and, Item 32 (Montessori teacher role).

Discussion group 3

Including Item 25 (nature of child's environment); Item 26 (sensory-motor activities); and, Item 31 (children learning through movement and contact with materials).

Discussion group 4 (least disagreement)

Including Item 24 (children evidencing differing abilities through developing at different rates and possessing different potentalities).

Survey, PART V. COMMENTS.

Item 33. Discuss from the verbatim survey Comments included in the appendix the STRENGTHS which each of you see in our IPS Montessori Option program.

Item 34. Discuss from the verbatim survey Comments included in the appendix the WEAKNESSES which each of you see in our IPS Montessori Option program.

Item 35. Discuss from the verbatim Comments included in the appendix the CHANGES which you would like to see in our IPS Montessori Option program.